

# ACTIVITIES RESOURCE



## How to Prevent Type 2 Diabetes in Your Community

The following activities are used by your peers in the field and come from many different sources. They can be used with various clients to introduce, explain, and reinforce the message from the Diabetes Prevention Program (DPP) that diabetes can be prevented. This study confirmed that if you are overweight, losing just 5% to 7% of your body weight can prevent or delay diabetes, by healthier eating and moderate physical activity, such as brisk walking (30 minutes a day, 5 days a week). For example, if you have a client who is overweight at 200 pounds, losing just 10-14 pounds can be enough to prevent or delay diabetes (see the Appendix section of this resource for a sample weight loss guide.) This is good news for your clients! The DPP is explained in more detail in the User's Guide in this kit, or you can link to the Web site [www.bsc.gwu.edu/dpp](http://www.bsc.gwu.edu/dpp) for more information.

Use these activities and others like them to show how easily one can start today on the road to health. Activities are divided into two types: nutrition-focused and physical activity-focused. You may already be using these types of activities with your clients but feel free to adapt these to the needs of your specific audiences or regions. You may also use some of the concepts for different age groups as appropriate. Some of the activities in this guide may give you ideas for inventing your own new learning games!

You can share your own activities or be inspired by games from other community health workers (CHWs). The NDEP has created an Internet-based "bulletin board" on which you can read about new educational materials, ideas and resources to use for your community; post questions or messages to other CHWs; share about opportunities and training; and tell us more about what you need as a CHW to prevent diabetes in your community. To sign up for the bulletin board, send an e mail with your name, your e mail address, contact phone number and what organization you work for to [diabetes@cdc.gov](mailto:diabetes@cdc.gov) requesting to join the CHW Web Board. Or, you can visit [www.cdc.gov/diabetes/ndep](http://www.cdc.gov/diabetes/ndep) to learn more about it.

# NUTRITION



# Portion Distortion



## Goal

Teach how portions have become larger over time — and they add up to eating too many calories in our day.

## Background

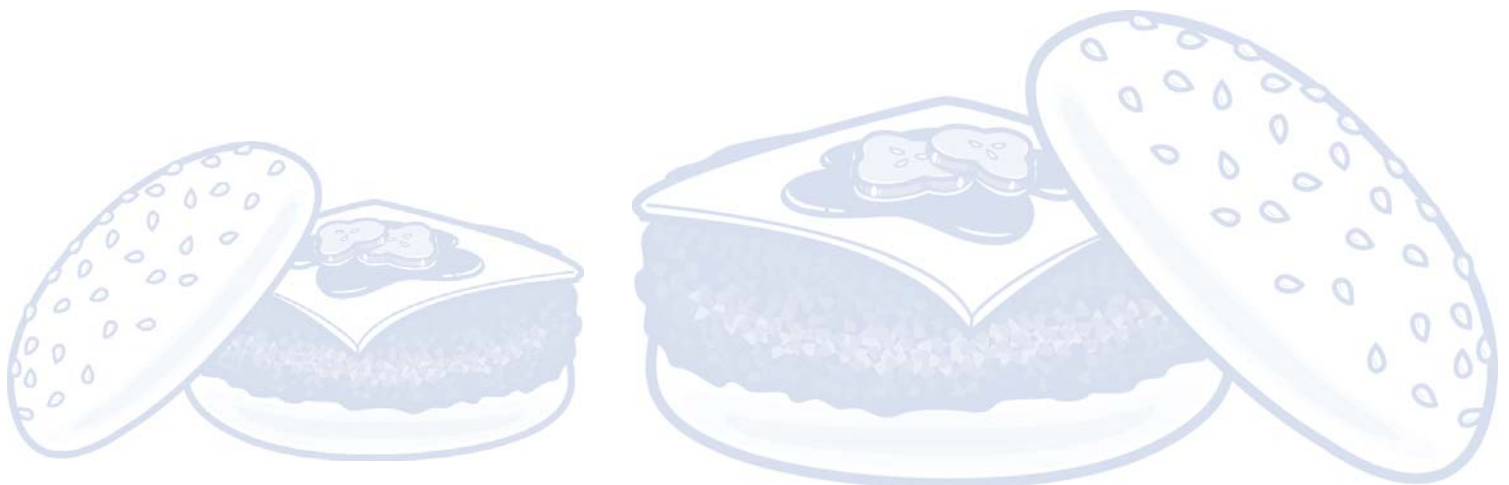
The amount of food served as a single “portion” at home and at restaurants has grown in size. Sometimes a single “portion” provides enough food for at least two people. This growth in portion size relates to our increases in waistlines and body weight — both of which increase the risk of diabetes.

## Materials

These materials can be purchased at local fast-food restaurants, sandwich shops, grocery stores and/or gas stations. You can keep track of the cost of items, if you wish to include the cost of eating portions that are too large as part of the lesson.

- ✓ NDEP Fat and Calorie Tracker included in this toolkit. Use it to look up foods that don’t come with a nutrition label.
- ✓ 1 fast-food children’s hamburger, 1 fast food adult hamburger sandwich.
- ✓ 1 gas station small cup of soda, 1 “super size” cup of soda.
- ✓ 1 cup of cereal, 1 full bowl of cereal.
- ✓ 1 small bag of chips (children’s size), 1 “big grab” bag of chips.
- ✓ 1 cup boiled okra, 1 cup fried okra (or other similar vegetable).
- ✓ You will need the nutritional information on each item to compare calories, fat, sugar and salt.

Or you can see the Portion Distortion Quiz provided as a handout in this toolkit as the first part of this lesson and then move on to your demonstration. Use the quiz to show people how portion size has crept up, how many calories are in a single portion these days and how many minutes it takes to work off those calories. You can also make your own Portion Distortion quiz using foods commonly eaten in your community.







## Directions

- 1 Go through each food grouping and share the difference in calories, fat, sugar, salt of each of the items.
- 2 Use your hands to show portion control — a closed fist is a serving of starches, an open palm of the hand is a serving of meat, a cupped hand is a serving of vegetables, the end of the thumb is a serving of cheese, etc.
- 3 Or use common objects to teach portion sizes. Or refer to the various ways to teach portion control in the “Teaching Portion Sizes” tip sheet included in this toolkit. It has several ideas for teaching portion sizes in different and creative ways.
- 4 Share how food portions have changed over time: In the 1950’s a family-size bottle of soda was 26 ounces, while now a single serve bottle is 20 ounces. One fast food restaurant’s original burger with fries, and 12 ounce soda used to provide 590 calories. Today, the same chain’s “Extra Value Meal” including a 1 pound hamburger with cheese, super size fries, and a super size soda delivers 1,550 calories. A typical bagel once weighed 2–3 ounces and today it weighs 4–7 ounces.
- 5 Teach clients to “downsize, not supersize” their food.
- 6 If you are including the cost of “value meals” in this lesson, share that: moving from a small to a medium theatre popcorn costs 71¢ and adds 500 calories; switching from a convenience store “Gulp” to a “Double Gulp” costs 37¢ and adds 450 extra calories; changing from a 3 ounce cinnamon bun from a mall kiosk to a “Classic” cinnamon bun costs 48¢ and adds an extra 370 calories.

*Source: Adapted from National Institutes of Health, National Heart, Lung, and Blood Institute, available online at <http://hln.nhlbi.nih.gov/portion/index.htm>. The Web site provides an interactive quiz on portion sizes. The site also provides links to: a Body Mass Index (BMI) calculator; a Menu Planner; and the “Health Weight” homepage that offers additional tools and information on reaching and maintaining a healthy weight.*



# Food Detectives



## Goal

Teach portion control through visual elements and show how our own eyes can deceive us in portioning our food. Encourage clients to become “fat detectives” then “sugar detectives” or “calorie detectives” — whatever appeals to them most.

## Background

Diabetes is not caused by eating too much sugar. But too many calories, whether from high sugar foods, high fat foods, or just too much food, contribute to obesity and put people at risk of diabetes. The DPP encouraged people to focus on fat and become “fat detectives” as the simplest way to begin cutting down on calories. Encourage clients to first be a “fat detective” then work on teaching clients to be “calorie detectives” or “sugar detectives.”

## Materials

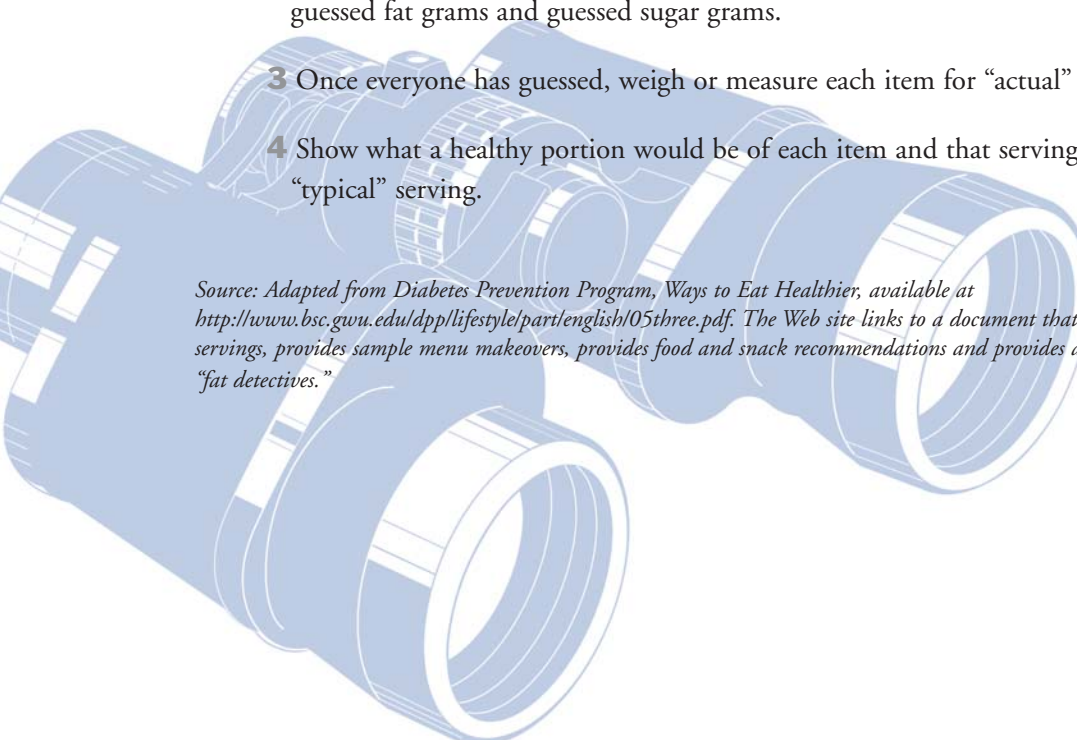
- ✓ Paper plates, paper and pens.
- ✓ Food scale, measuring cups and measuring spoons.
- ✓ Various food items such as crackers, juice, soda, peanut butter, biscuits, ketchup, salad dressing, chicken, meat and other food items typically used by your clients.
- ✓ The NDEP Fat Tracker and Calorie Counter, available in this kit, in addition to the food labels.



## Directions

- 1 Divide out “typical” size servings of various items and place them on paper plates.
- 2 On the sheet of paper have clients write the food item, the guessed amount, the guessed calories, the guessed fat grams and guessed sugar grams.
- 3 Once everyone has guessed, weigh or measure each item for “actual” calories.
- 4 Show what a healthy portion would be of each item and that serving's nutrition in comparison to the “typical” serving.

*Source: Adapted from Diabetes Prevention Program, Ways to Eat Healthier, available at <http://www.bsc.gwu.edu/dpp/lifestyle/part/english/05three.pdf>. The Web site links to a document that explains how to weigh and measure food servings, provides sample menu makeovers, provides food and snack recommendations and provides a lesson plan on helping people become “fat detectives.”*



# Food Detective II



## Goal

Teach clients to read labels and shop for healthier choices for themselves and their families.

## Preparation

Ask permission from a local grocery store for a tour. Let the manager know you will have questions for the baker, the butcher and the other grocery employees (if available). You can also contact the local American Dietetic Association (800-877-1600 or [www.eatright.org](http://www.eatright.org)) for certified health educators to help you conduct the tour.

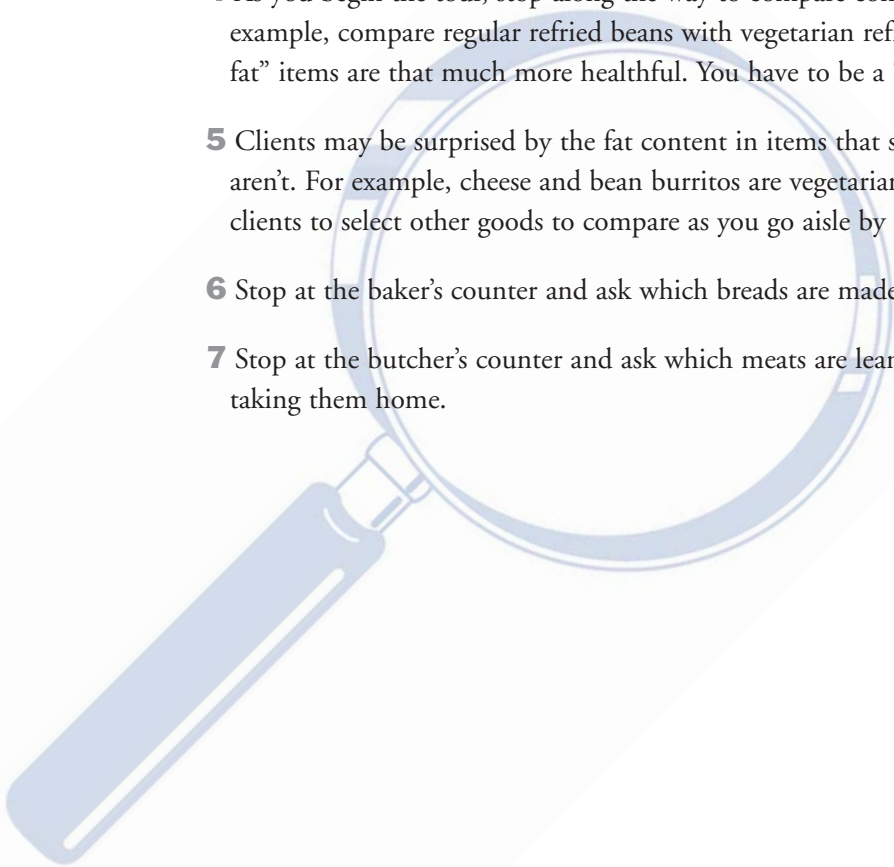
## Materials

- ✓ Paper pads, pens, and one or more calculators.
- ✓ Toy “detective badges” or “sheriff stars” made from construction paper and safety pins if appropriate to the group (for example, a family or mixed age group including children).



## Directions

- 1** Tour the grocery store ahead of time and plan food items to compare based on your client’s typical eating habits, such as chips, salad dressings, beans, meats and more.
- 2** Ask clients to meet you at the grocery store at a particular day and time.
- 3** Begin the tour, by asking how many shop with a list.
- 4** As you begin the tour, stop along the way to compare common items for calories, fat and nutrition. For example, compare regular refried beans with vegetarian refried beans. Don’t assume vegetarian or “lower fat” items are that much more healthful. You have to be a “fat detective” and read the label.
- 5** Clients may be surprised by the fat content in items that sound like they might be healthier but really aren’t. For example, cheese and bean burritos are vegetarian but still high in total and saturated fat. Ask clients to select other goods to compare as you go aisle by aisle.
- 6** Stop at the baker’s counter and ask which breads are made with whole grains, and which are not.
- 7** Stop at the butcher’s counter and ask which meats are leaner, or if certain meats can be trimmed before taking them home.







# Community Kitchen

## (Learning to Read Labels)



### Goal

Teach the lighter side of cooking, how to read labels, and how to lighten dishes without losing flavor. Encourage recognition of healthier food choices.

### Materials

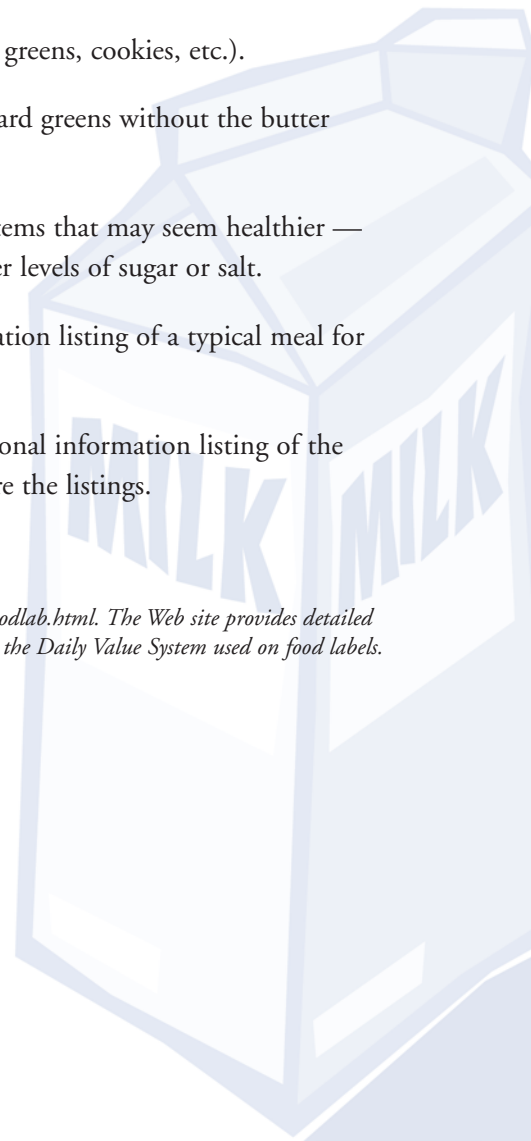
- ✓ Traditional or common recipes from the community or from your own sources.
- ✓ Common pantry food choices and their healthier versions.
- ✓ Page 4 of the Flipchart on reading food labels.
- ✓ A countertop or table area with chairs.



### Directions

- 1 Review how to read a food label using the Flipchart included in this toolkit.
- 2 Ask clients to bring a common pantry item (e.g., refried beans, collard greens, cookies, etc.).
- 3 Bring in lighter items such as low-fat refried beans (or vegetarian), collard greens without the butter sauce, whole grain bread and low-fat cookies.
- 4 Compare nutritional facts about each product and discuss how some items that may seem healthier — like low-fat cookies — may not be healthy choices because of the higher levels of sugar or salt.
- 5 Use your NDEP Fat and Calorie Counter to create nutritional information listing of a typical meal for your area, including calories, fat grams, fiber, sugar, salt, etc.
- 6 Use your NDEP Fat and Calorie Counter to create comparison nutritional information listing of the same menu dishes made with lighter items or substitutions and compare the listings.

*Source: Adapted from U.S. Food and Drug Administration, Guidance on How to Understand and Use the Nutrition Facts Panel on Food Labels, available online at <http://vm.cfsan.fda.gov/~dms/foodlab.html>. The Web site provides detailed information on reading nutrition labels, a video explaining how to read labels and how to understand the Daily Value System used on food labels.*



# Power of 5



## Goal

Create colorful dishes that also increase nutritional value by using at least 5 different ingredients or 5 different colors in a dish. Teach ways to “sneak in” nutrition without altering the flavor.

## Materials

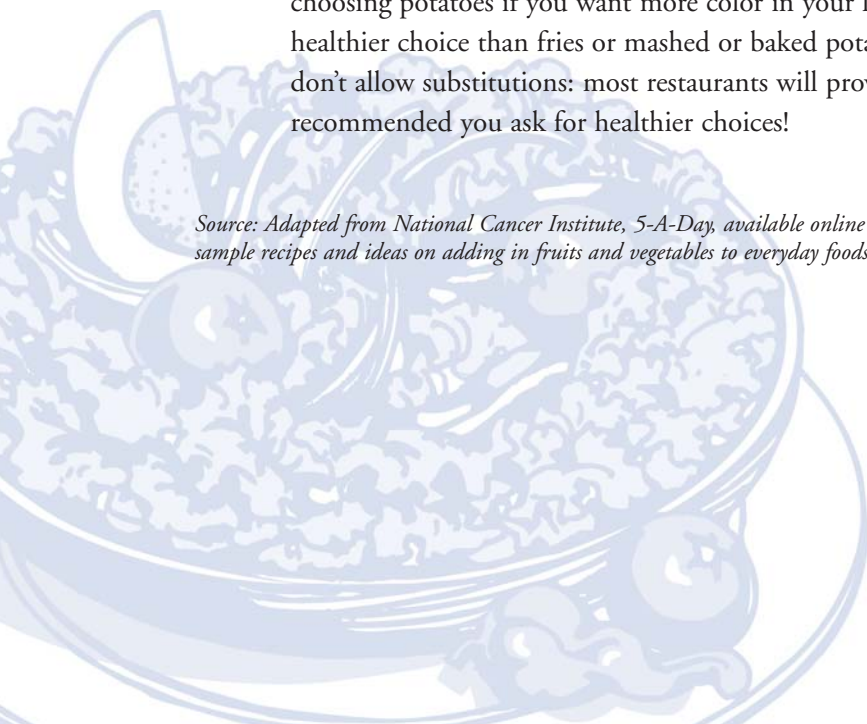
- ✓ A sample salad — spinach leaves, romaine lettuce, jicama, carrots, peppers, low-fat cheese, dried fruit (e.g. raisins), celery or cucumber, tomatoes, sunflower seeds.
- ✓ Make appropriate for your client’s tastes, use a wide range of colors in making that dish.



## Directions

- 1 Demonstrate the “Power of 5” through the creation of a colorful salad or a vegetable casserole.
- 2 The goal is to have five colors in the salad — you can substitute food items depending on picky eaters. Ask your clients: What might you add (e.g., egg, meat, fruit, and dark green veggies) or take away, but still have five colors?
- 3 Ask how can we add healthy color to our everyday meals?
- 4 For example, add shredded carrots to spaghetti sauce, shredded cabbage to tacos, celery to beans and rice, spinach leaves to soups, add mashed cauliflower to mashed potatoes, and substitute applesauce for half of the oil in a muffin recipe.
- 5 For those that cannot eat plain raw vegetables, consider shredding up vegetables to make it easier to chew.
- 6 Encourage the Power of 5 when eating out. Share with clients: Don’t let a restaurant force you into choosing potatoes if you want more color in your life! Ask the waiter what the restaurant offers as a healthier choice than fries or mashed or baked potatoes. Ask politely to speak to the manager if they don’t allow substitutions: most restaurants will provide another choice if asked. Tell them your doctor recommended you ask for healthier choices!

*Source: Adapted from National Cancer Institute, 5-A-Day, available online at <http://www.5aday.gov/index-salads.shtml>. The Web site includes sample recipes and ideas on adding in fruits and vegetables to everyday foods. This site provides links to the 5-A-Day curriculum and monograph.*



# Lunch Exchange



## Goal

Teach nutritional value of our common meal choices and encourage healthier choices.

## Materials

- ✓ Three examples of fast food lunches and/or three typical lunches eaten in your community (the actual foods, not just pictures).
- ✓ For an example of rating charts, see the Appendix section of this resource or look online at [www.nyapplecountry.com/ednutritionchart.htm](http://www.nyapplecountry.com/ednutritionchart.htm).
- ✓ Nutritional information selected from the NDEP Fat Tracker and Calorie Counter available in this kit.
- ✓ If you wish, include prices of common fast food items vs. cost of making own meals from healthier choices (for example, a healthy sandwich made at home).



## Directions:

- 1 Without tasting the food, have clients rate each lunch for how they think it will taste and whether it will satisfy their hunger. Ask the group how they think this meal will “score” nutritionally: bad for you and why or good for you and why. Consider having them use a 1 to 10 scoring system in which 1 is very bad and 10 is very good and rating each item with this score for taste, hunger satisfaction and nutritional value.
- 2 After the group has agreed on ratings, taste the meals. Then compare rating of taste and satisfaction with the nutritional score of each.
- 3 If a fast-food lunch is rated as tastier, ask the group whether the fast-food meal was so much tastier that it is worth clogging your heart with the extra fat and calories that will stay with you long after the taste is gone.
- 4 Discuss how that fast-food meal has taken up so many calories/salt/fat/sugar from their daily goal — that for other meals they may have to eat much less. The key here is balance.
- 5 Give the nutritional information for each lunch.
- 6 Consider showing cost difference: a “Best Value” meal isn’t really the best value for health or for the wallet compared to a healthy food brought from home.
- 7 Discuss healthier choices or substitutions that could make that lunch a healthier and more affordable choice.
- 8 Ask each person to name one thing that he/she would be willing to do to make the meal healthier (e.g., eat the burger but not the fries, eat the chicken and mashed potatoes without the gravy, eat the burrito with low-fat cheese or no cheese, have the salad dressing on the side, skip the mayo on the sub sandwich and add veggies, etc.)

*Source: Adapted from National Diabetes Education Program, Fat Tracker and Calorie Counter, available in this kit and online at <http://www.ndep.nih.gov/diabetes/prev/prevention.htm>. The Web site provides links to more information in English and Spanish on preventing diabetes, defining diabetes, tips to reduce the risk of diabetes, and many more resources.*

# Community Water Log



## Goal

Encourage water consumption, and decrease soda consumption through a healthy, goal-setting activity.

## Background

The key is to change habits from drinking juice or soda to water. Water makes up more than half of a person's weight and is necessary to keep your body healthy. Both soda and juice can add up to a lot of calories in a client's day. Soda is empty calories with no nutritional value and juice is typically loaded with sugar and calories, even all natural juice or no sugar added has natural sugar, neither one is a good choice for keeping the body healthy.

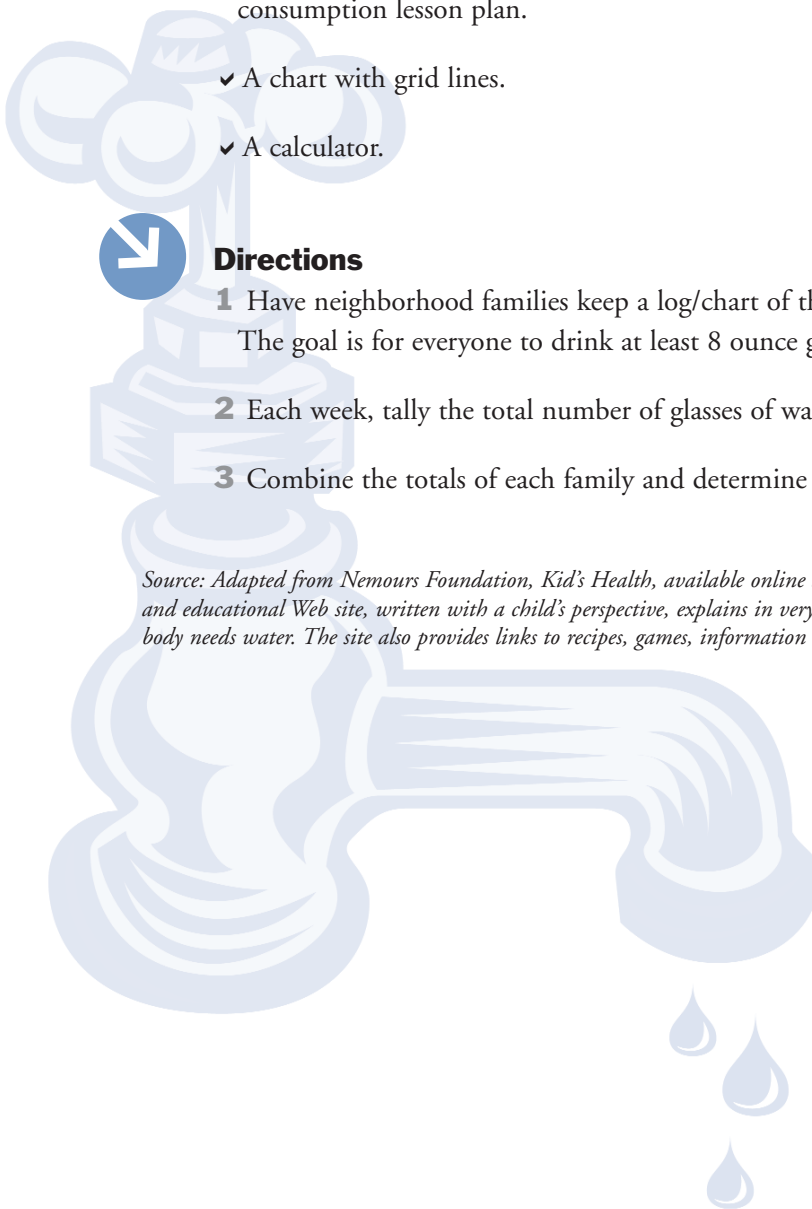
## Materials

- ✓ Water logs, for an example see the Appendix section of this resource or look online at [http://www.nal.usda.gov/wicworks/Sharing\\_Center/FIT-VA/waterlesson.doc](http://www.nal.usda.gov/wicworks/Sharing_Center/FIT-VA/waterlesson.doc) for a sample water consumption lesson plan.
- ✓ A chart with grid lines.
- ✓ A calculator.

## Directions

- 1** Have neighborhood families keep a log/chart of the number of glasses of water they drink each day. The goal is for everyone to drink at least 8 ounce glasses a day.
- 2** Each week, tally the total number of glasses of water consumed.
- 3** Combine the totals of each family and determine a total number of gallons.

*Source: Adapted from Nemours Foundation, Kid's Health, available online at [http://kidshealth.org/kid/stay\\_healthy/food/water.html](http://kidshealth.org/kid/stay_healthy/food/water.html). This fun and educational Web site, written with a child's perspective, explains in very simple ways why water is the best choice for your body and why your body needs water. The site also provides links to recipes, games, information on a growing body and much more.*



# The “Gross Value” of a Meal Deal



## Goal

Teach the real hype behind the fast-food meals so common to teens and young adults. Show the amount of fat, sugar and salt in meals they typically select. Teach better choices and how to outsmart the menu deals offered.

## Materials:

- ✓ Nutrition guides from fast-food restaurants.
- ✓ Plastic forks and knives and cups.
- ✓ Lard or shortening, along with salt and sugar.
- ✓ Measuring cups, scoop and spoons, plates.
- ✓ A kitchen countertop or room with chairs.



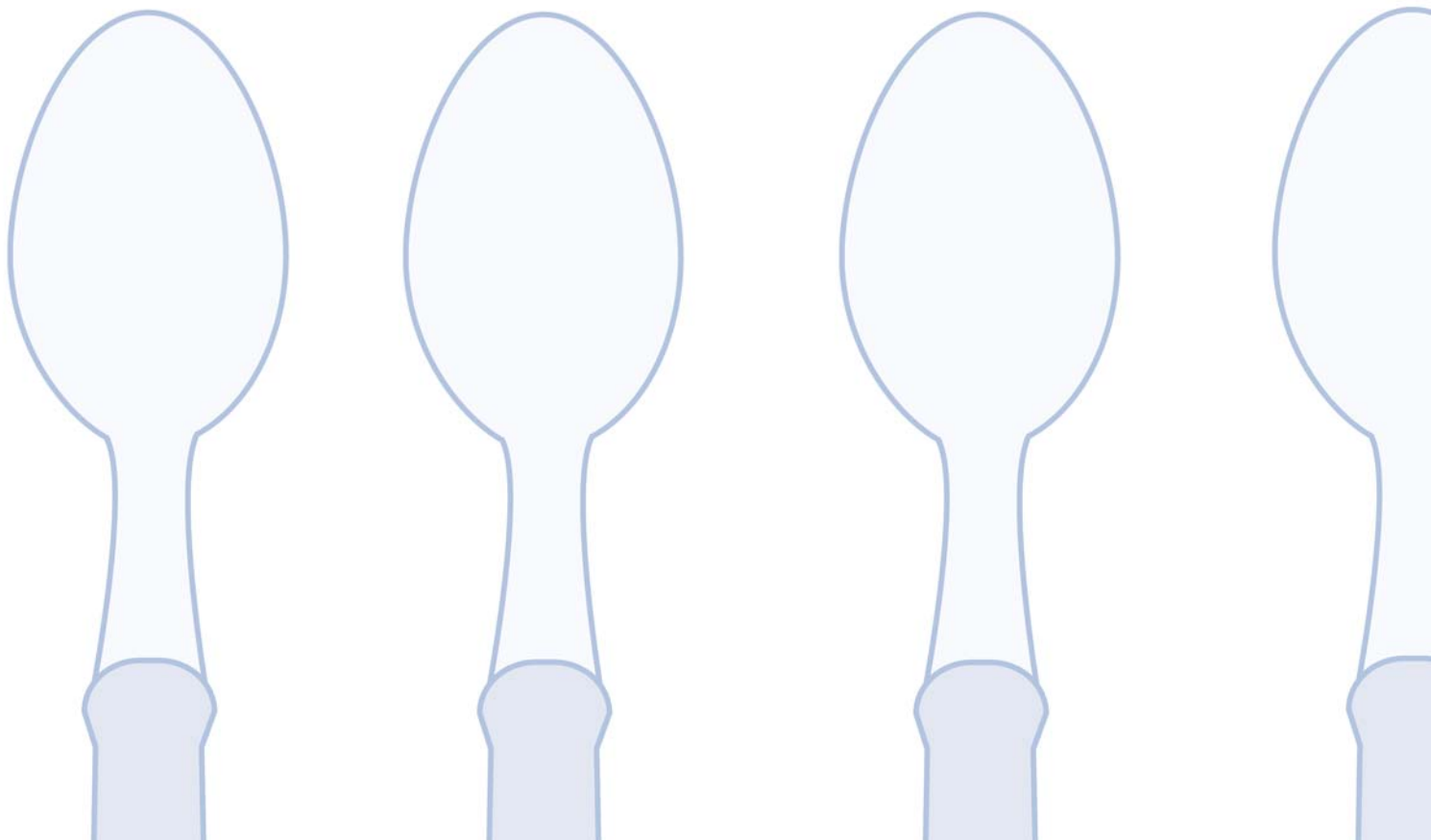
## Directions:

- 1** Fast-food restaurants have nutrition guides available that list the fat, sodium, and total calories (as well as other information) for their foods. Ask for a copy of this at local fast-food restaurants your clients frequent.
- 2** Use these nutrition guides to put together a typical value meal from a local fast-food restaurant, write out the calorie, fat, sugar and salt totals of each item.
- 3** Measure out the fat using lard or shortening, sugar and salt using teaspoons. (If you are working with kids or teens, be as gross as possible, the “yuck” factor has great appeal to this age group.)
- 4** On the plate, place the fork and knife to represent the percentage of daily calories of the meal. For example, if a meal takes 25% of their calories, have the knife at the “12” mark and the fork at the “3” mark — or 1/4 of the plate.
- 5** Between the fork and spoon, place the fat, sugar and salt on a plate to show how a meal looks to their bodies. Place the sugar from the drink in the cup.
- 6** Ask “would you eat that in its raw form?”
- 7** Explain how fast-food makes appealing food to hide its real effects on the body.



- 8** Ask clients how they can save calories, reduce fat and sugar and salt intake (e.g. choose a regular hamburger over a big burger sandwich, split the small fries with a friend, skip the soda, hold the sour cream).
- 9** If you have a group with teenage boys, ask the group if they'd be more likely to eat healthy foods if they thought it would increase their ability to play a sport or even just participate in gym class. Tell the group that healthy eating can help with this and increase energy levels, help you feel better about your body because they will look better and feel better.
- 10** If you have a group of teenage girls, be sure to point out that eating healthfully can help you control weight and stay attractive. In focus groups with teenage girls this is a big motivator for healthy eating.
- 11** Stress to young people that the way they currently treat their bodies affects them now as well as in the future.
- 12** Have a series of nights in the neighborhood to show different meals and the better choices people can make at these restaurants (e.g., every Wednesday night at the community center).

*Source: Adapted from NDEP's Fat Tracker and Calorie Counter available in this kit. Harvard School of Public Health, available online at [http://www.hsph.harvard.edu/nutritionsource/healthy\\_weight.html](http://www.hsph.harvard.edu/nutritionsource/healthy_weight.html). The Web site provides a link to more information on a plan for a "Healthy New England" and links to information sources including: Body Mass Index calculator, healthy weight definitions, protein, carbohydrates, fiber, calcium and much more.*



# Supper Clubs

## Goal

Teach the lighter side of cooking and show its appeal through sampling the recipes and encouraging community support for healthier cooking.

**Remember:** Children and teens in focus groups say that they often find themselves modeling a parents' behavior which sometimes influences their selection of healthy foods.

## Materials

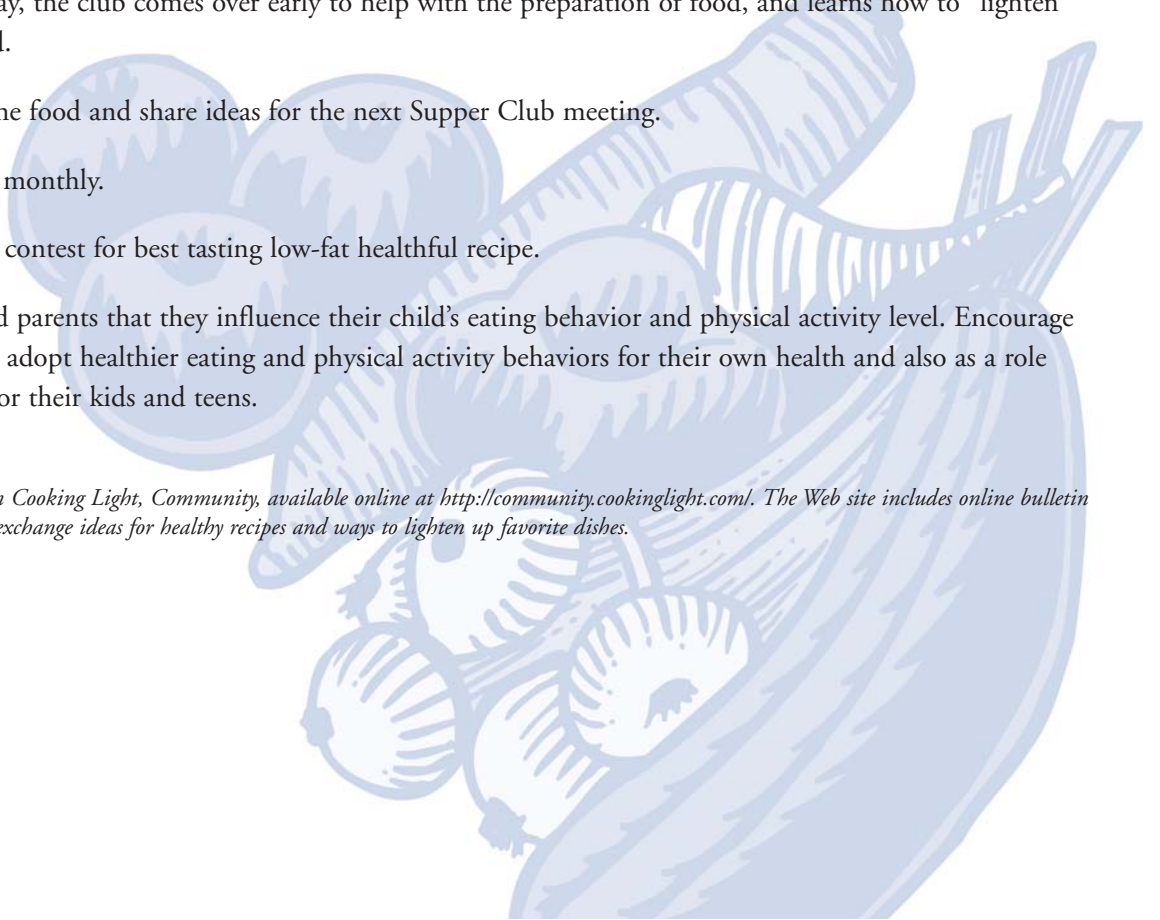
- ✓ A place to meet, such as someone's home.
- ✓ Lighter or healthier recipes.
- ✓ Food materials.
- ✓ Recipe cards.



## Directions

- 1 Set up a monthly supper club in the neighborhood.
- 2 One person creates a “lighter” menu of popular foods and writes the lighter version on recipe cards for guests.
- 3 That day, the club comes over early to help with the preparation of food, and learns how to “lighten” the food.
- 4 Serve the food and share ideas for the next Supper Club meeting.
- 5 Repeat monthly.
- 6 Have a contest for best tasting low-fat healthful recipe.
- 7 Remind parents that they influence their child's eating behavior and physical activity level. Encourage them to adopt healthier eating and physical activity behaviors for their own health and also as a role model for their kids and teens.

*Source: Adapted from Cooking Light, Community, available online at <http://community.cookinglight.com/>. The Web site includes online bulletin boards where people exchange ideas for healthy recipes and ways to lighten up favorite dishes.*



The background of the entire slide is a solid blue color. Overlaid on this background is a pattern of light blue footprints. The footprints are scattered across the page, with some appearing as single prints and others as pairs, suggesting a path or movement. They are of varying sizes and orientations, adding a dynamic and thematic touch to the design.

# PHYSICAL ACTIVITY

**Be sure to encourage your clients to consult a doctor or health care professional before starting any physical activity program.**

# 10,000 Steps Club

## Goal

Encourage clients to take 10,000 steps a day on their road to health. Why 10,000 steps a day? Because that is roughly the same as the recommended 30 minutes of brisk walking 5 days a week.

## Background

Based on the walking goals in the DPP, this walking system encourages clients to wear a pedometer and strive for at least 10,000 steps a day.

## Materials

- ✓ Pedometers (basic "step counters" are available for a few dollars each).
- ✓ Tracking sheets.
- ✓ A buddy system.



## Directions

- 1 Distribute pedometers and tracking forms.
- 2 Encourage your clients to start their program slowly and work towards 10,000 steps a day.
- 3 Create a buddy system by asking each person to choose a buddy. It's better for people to choose a buddy than for you to do so, but you may need to encourage them by saying you can assign buddies if they won't choose for themselves.
- 4 Describe brisk walking (walking fast like you are late but not so fast that you are too short of breath to hold a conversation).
- 5 Have buddies share their daily totals and encourage progress to the goal of 10,000 steps.
- 6 Have the group share strategies for getting in more steps (e.g. take the stairs, get off at one bus stop before, walk at lunch time and others).
- 7 Consider a reward system for the group.

*Source: Adapted from Diabetes Prevention Program, Lifestyle Balance, available at <http://www.bsc.gwu.edu/dpp/manuals.html>. The Web site provides links to curriculum and information on the DPP in English and Spanish.*

# A Journey of Two



## Goal

Encourage walking as a means of forming relationships to learn healthy goal-setting.

**Suggestion:** This is a good opportunity to partner with a local church or community center.

## Materials

- ✓ Chart with grid lines.
- ✓ City map (check with car rental companies for free maps or photocopy a map from the library); pushpins and stickers.
- ✓ Daily health quotes or meditations that can be found at online health and motivation sites or by looking through health magazines and books at your local library.
- ✓ Samples of health and motivation quotes can be found in the Appendix section of this resource.



## Directions

- 1 Choose a journey timeframe, such as 1 month.
- 2 Have the group select walking “buddies” to create their daily journey of two people.
- 3 Set up a calendar chart with each team’s name and have them identify a daily walking goal (e.g., 4 blocks, 1 mile or 10 minutes).
- 4 Share daily healthy quotes or meditations that they can use as discussion starters for their walk. For example: “I’m on the road to health,” or “Diabetes is not my destiny.” Additional motivational quotes can be found in the Appendix section of this resource.
- 5 For each day that they meet their walking goal, they can place a sticker for that day next to their name on the calendar.
- 6 Add up daily totals and then track the progress on the city map by moving pushpins.
- 7 End the game with a celebration of the journey’s accomplishments.
- 8 Plan the next journey.

*Source: Adapted from Public Broadcasting System, America’s Walking Program, available online at <http://www.pbs.org/americaswalking/health/health20percentboost.html>. The Web site provides detailed information on creating a walking program through a “20% boost plan” — a plan to safely build up to walking 10,000 steps a day. It also includes interactive quizzes, health calculators, tips on using a pedometer and much more.*



# Neighborhood Discovery



## Goal

Encourage walking as a means to reaching a “far off destination,” and teach healthy goal-setting.

**Suggestion:** This is a perfect chance to partner with your state’s local Game and Wildlife Office, the local Audubon Society or a local natural history museum that hosts bird counts and other animal counts each year. They will have charts for counting birds as well as identification charts. State and local chapters for the Audubon Society can be found at [www.audubon.org/states/index.html](http://www.audubon.org/states/index.html).

## Materials

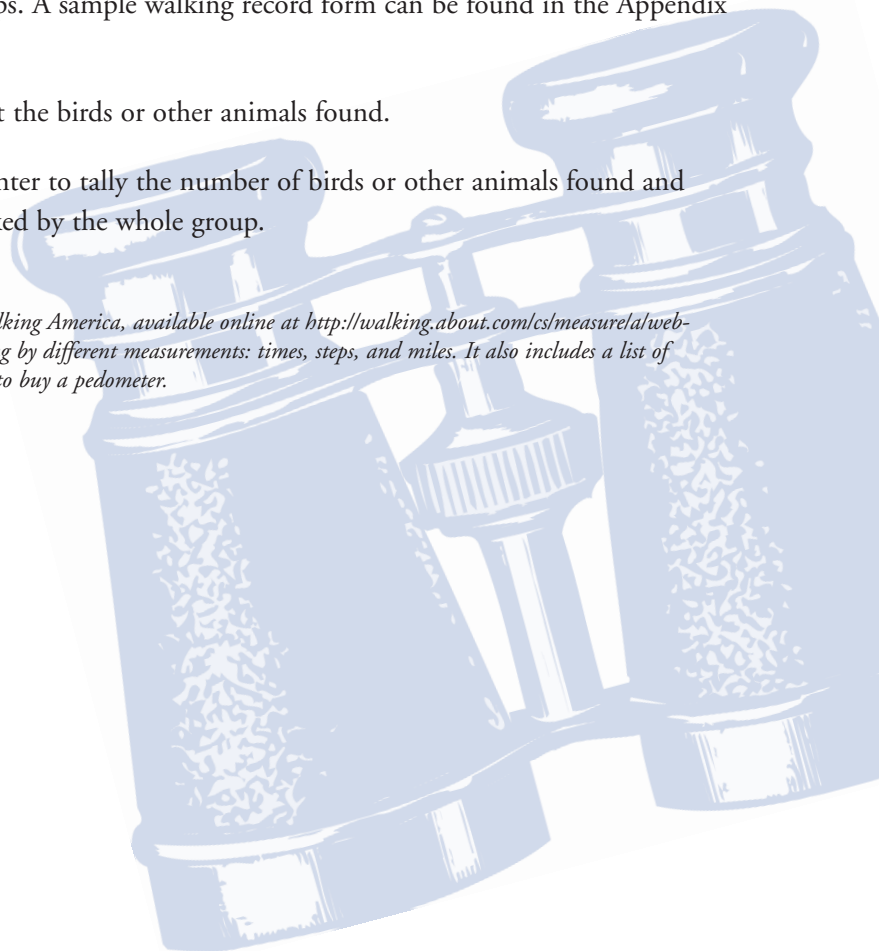
- ✓ Walking buddy chart.
- ✓ A list of wildlife or birds in the area and a chart for counting them.
- ✓ Walking chart records (date and places walked).



## Directions:

- 1** Ask people to form groups of two or more.
- 2** Share the bird counting charts or other animal counting charts.
- 3** Share walking record forms to the groups. A sample walking record form can be found in the Appendix section of this resource.
- 4** Plan a daily neighborhood walk to chart the birds or other animals found.
- 5** Meet once a week at the community center to tally the number of birds or other animals found and chart the number of places or miles walked by the whole group.

*Source: Adapted from for a list of walking distances see Webwalking America, available online at <http://walking.about.com/cs/measure/a/web-walkingusa.htm>. The Web site provides walking logs for tracking by different measurements: times, steps, and miles. It also includes a list of walking places that may be close to your community and links to buy a pedometer.*



# Community Garden



## Goal

Encourage outdoor activity through gardening and show how easy and economical it is to grow your own vegetables.

**Suggestion:** The local extension service (you can go to [www.csrees.usda.gov/](http://www.csrees.usda.gov/) and click on the “Local Extension Service” to get information about your area, or you can look up your extension service in the Yellow Pages under “Government Services. It may offer vegetable seeds and advice for free. You may also seek sponsorship from a local garden or home center.

## Materials

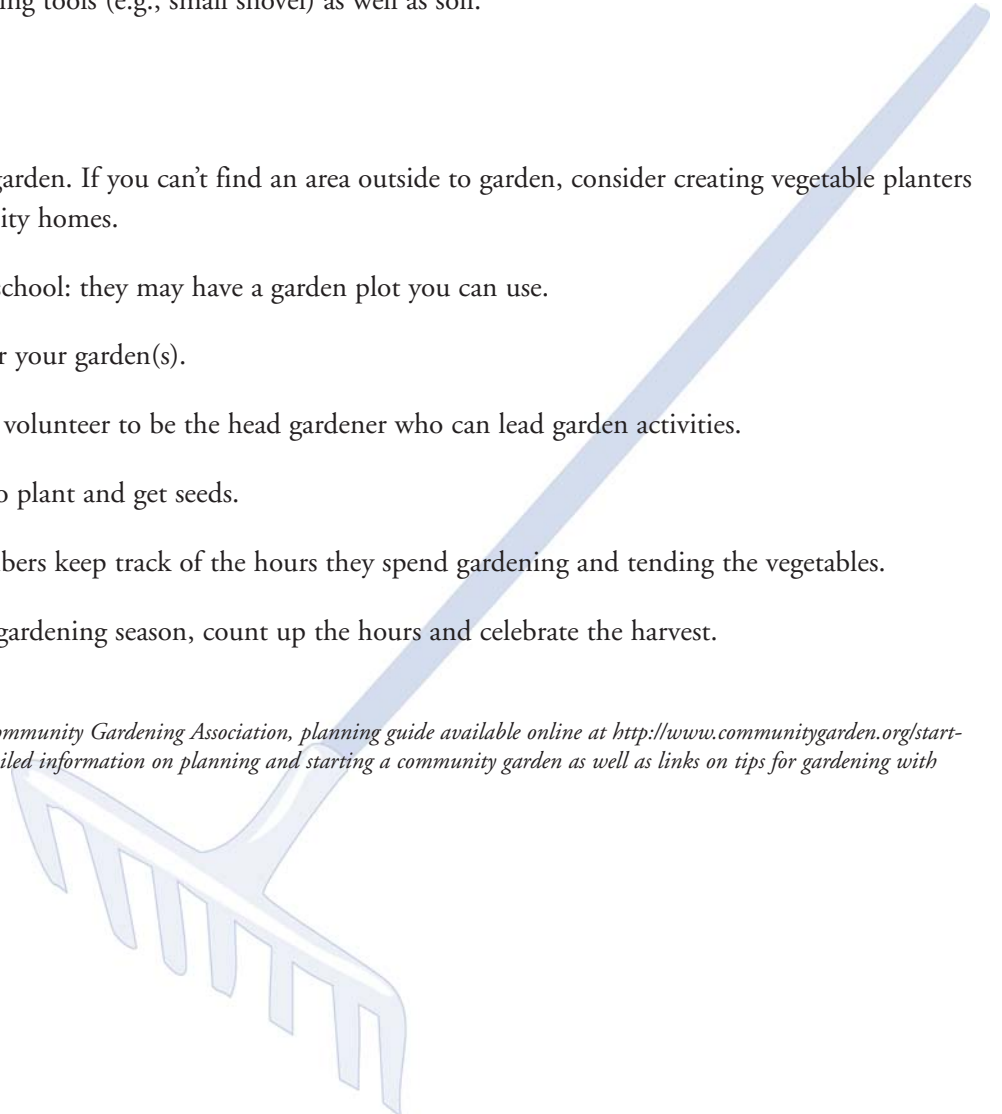
- ✓ Access to a plot for gardening (it may be in a community member’s yard or a plot at the local community center).
- ✓ Seeds.
- ✓ Gloves and gardening tools (e.g., small shovel) as well as soil.



## Directions

- 1 Choose a plot to garden. If you can’t find an area outside to garden, consider creating vegetable planters indoor in community homes.
- 2 Check with local school: they may have a garden plot you can use.
- 3 Choose a name for your garden(s).
- 4 Select someone to volunteer to be the head gardener who can lead garden activities.
- 5 Select vegetables to plant and get seeds.
- 6 Have garden members keep track of the hours they spend gardening and tending the vegetables.
- 7 At the end of the gardening season, count up the hours and celebrate the harvest.

*Source: Adapted from American Community Gardening Association, planning guide available online at <http://www.communitygarden.org/starting.php>. The Web site provides detailed information on planning and starting a community garden as well as links on tips for gardening with different age groups.*



# Train Like A Superstar



## Goal

Encourage exercise opportunities, even when there seems to be no time.

## Materials

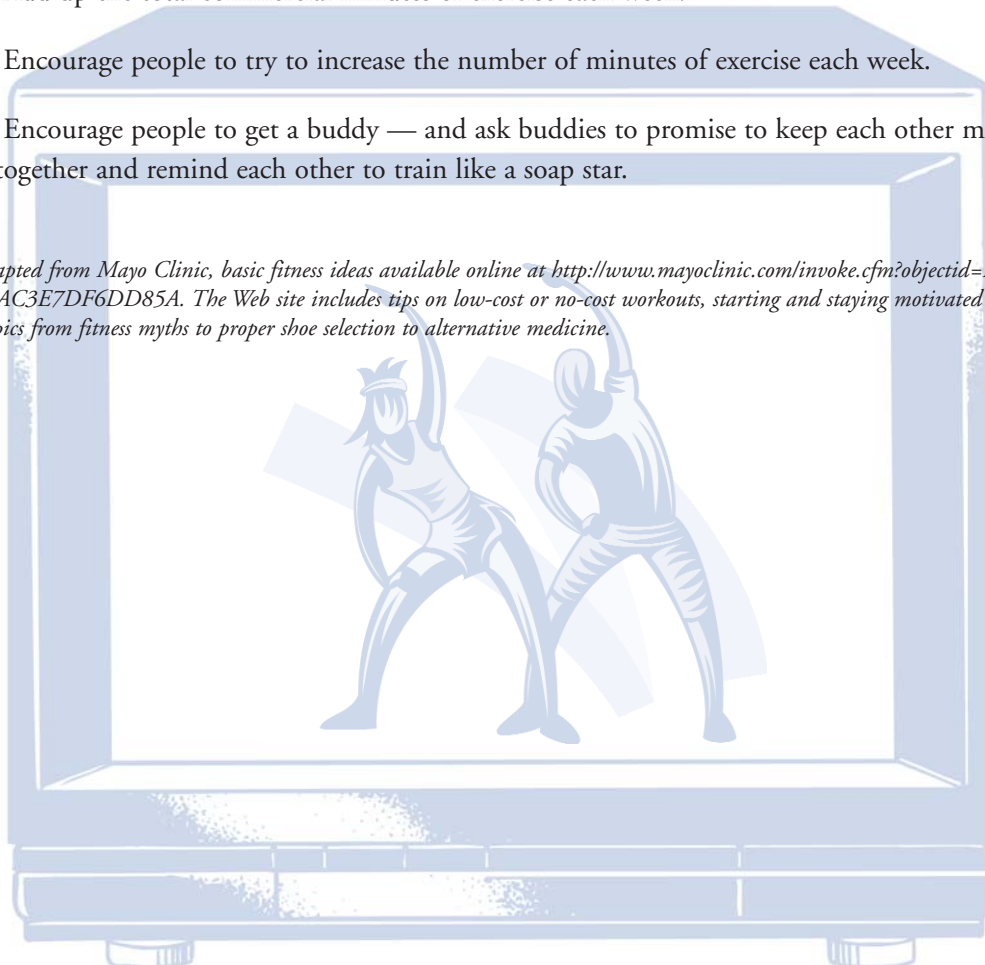
- ✓ Sample stretching sheets and sample exercise basics (e.g., marching in place, jumping jacks, leg lifts, crunches, against-a-wall push-ups).
- ✓ See other materials included in this kit on physical activity.



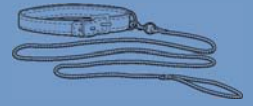
## Directions

- 1** Explain this activity: during commercials of a favorite soap opera or television show, your clients will take on one of the exercises in the handouts and continue for the commercial break.
- 2** Point out that if they do this activity, an hour-long TV show means they've just exercised for almost 20 minutes!
- 3** Set up a chart or ask people to keep track individually in their NDEP Food and Activity Trackers.
- 4** Add up the total commercial minutes of exercise each week.
- 5** Encourage people to try to increase the number of minutes of exercise each week.
- 6** Encourage people to get a buddy — and ask buddies to promise to keep each other moving. Watch TV together and remind each other to train like a soap star.

*Source: Adapted from Mayo Clinic, basic fitness ideas available online at <http://www.mayoclinic.com/invoke.cfm?objectid=DEDE8355-4BDE-471D-921AC3E7DF6DD85A>. The Web site includes tips on low-cost or no-cost workouts, starting and staying motivated and links to a wide range of topics from fitness myths to proper shoe selection to alternative medicine.*



# PAWS (Pets are Wonderful Support)



## Goal

Increase physical activity by developing a regular daily routine of walking.

## Background

A dog makes a wonderful cheerleader for reminding you of your walking routine and rewarding you with wagging tail for participating.

## Materials

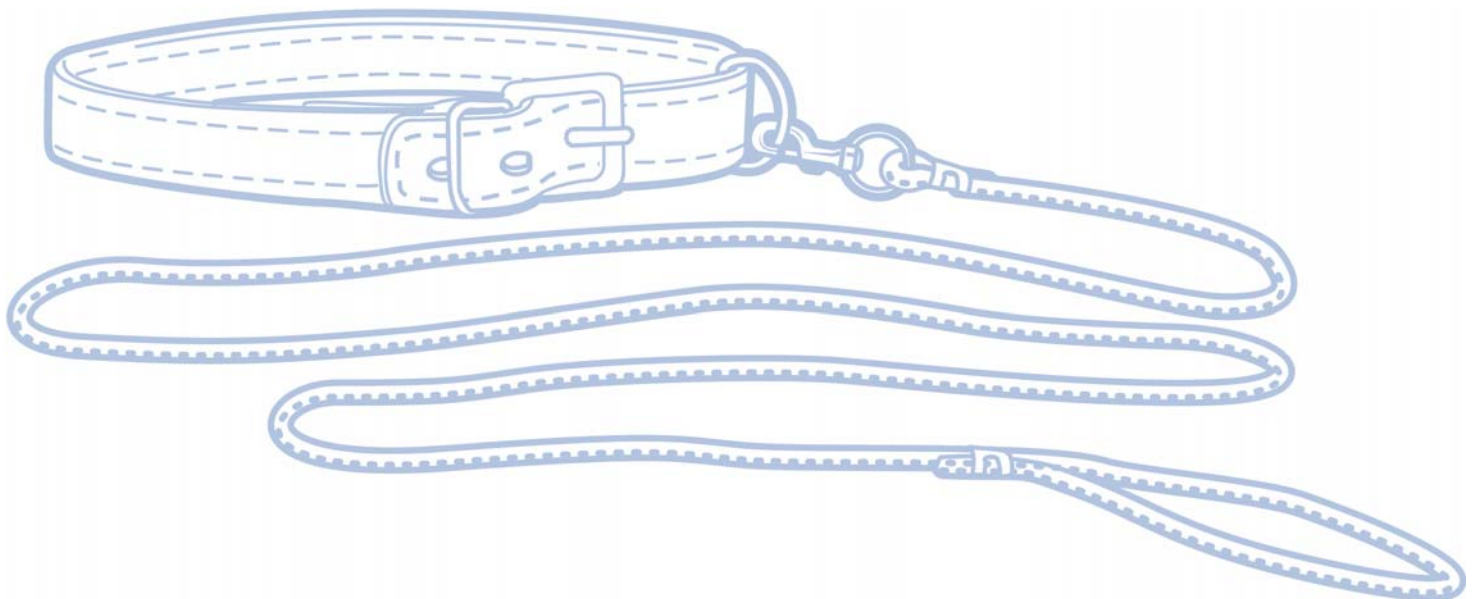
- ✓ A pet dog or a buddy with a dog, or a dog with a homebound owner.



## Directions

- 1 Explain the idea of “buddying” with a pet to increase physical activity.
- 2 Suggest that your clients do not have to have a dog, maybe a friend has one with which they can buddy up.
- 3 Suggest “borrowing” a pet and doing a good deed at the same time: sometimes a neighbor who has trouble getting around would really appreciate the favor of walking his or her dog.
- 4 Many areas have programs to link volunteers willing to walk pets for their homebound owners. Do a good deed and get the reward of better health yourself!
- 5 Encourage forming buddy teams to meet at the park to walk around the field while the dogs play.
- 6 Remind people that once their canine friend learns the routine he will keep you on target.

*Source: Adapted from <http://www.pawssf.org/volunteer.htm>. This Web site provides information on how pets can people be healthier and frequently asked questions about pets and health.*



# 3-on-3 Adult Soccer, Kickball, Basketball, Frisbee or Softball Games



## Goal

Create opportunities for physical activity through community games or tournaments.

## Materials

- ✓ Area for play.
- ✓ Sports equipment.
- ✓ Healthy snacks and water.



## Directions

- 1** Have neighbors sign up as teams of three.
- 2** Host a 1-day tournament (winner plays winner, etc.).
- 3** Declare a season winner at the end of the games.
- 4** Have healthy snacks and water available.
- 5** Repeat each quarter or season of the year.
- 6** Create chances for “pick up” games instead of organized tournaments: plan to meet each Sunday afternoon in the park or the neighborhood school yard with a bag of balls or Frisbees and see what you can do together.

*Source: Adapted from U.S. Department of Health and Human Services, Steps to A Healthier U.S., available online at <http://www.healthierus.gov/exercise.html>. The Web site provides links to a wide range of topics on nutrition, exercise, obesity, diabetes and blood pressure. This site includes tips and brochures you can share with your clients.*





# Walk to Timbuktu

(or New York City or Hollywood – anywhere you want)

## Goal

Encourage walking as a means to reaching “far off places,” and learn healthy, goal-setting habits. (You could change this to be a hike to the top of the Empire State Building or Mt. Kilimanjaro or substitute step climbing for walking.)

## Materials

- ✓ Chart with grid lines.
- ✓ Maps (check with car rental companies for free maps or photocopy a map from the public or school library).
- ✓ Pushpins, fake money (or tickets like those used at raffles), a calendar, and stickers.



## Directions

- 1 Choose a game period, such as 1 month.
- 2 Figure out the number of miles to the destination, a good city-to-city chart online is at <http://www.travelnotes.org/NorthAmerica/distances.htm> or you can go to [www.mapqwest.com](http://www.mapqwest.com).
- 3 Set up a calendar chart with each person's name, and have him/her write a daily walking goal (e.g., 1 mile or 20 minutes). For an example see the Appenix section of this resource or look online at [www.utahwalks.org/ut/walktracker.php](http://www.utahwalks.org/ut/walktracker.php).
- 4 For each day that they meet their walking goal, they can place a sticker for that day next to their name on the calendar.
- 5 Add up daily totals and then track the progress on the map by moving pushpins.
- 6 At the end of the period, each person collects fake money (or tickets) which are good for small prizes.
- 7 End the game with a celebration with the goal's theme. For example, if your goal was to walk to New York City, host the party with healthier versions of New York favorites such as healthy pizza (low-fat cheese or reduced amount of cheese and stacked with vegetables on English muffins), popcorn (the low-fat, no butter kind or better yet — homemade on the stove), small bagels with light cream cheese and sliced banana, etc.
- 8 Plan the next walking adventure.

*Source: Adapted from Public Broadcasting System, America's Walking Program, available online at <http://www.pbs.org/americaswalking/health/health20percentboost.html>. The Web site include detailed information on creating a walking program through a “20% boost plan” — a plan to safely build up to walking 10,000 steps a day. It also includes interactive quizzes, health calculators, tips on using a pedometer and much more.*

# Wall Ball



## Goal

Teach a new game that introduces a new body movement and encourages community play.

## Materials

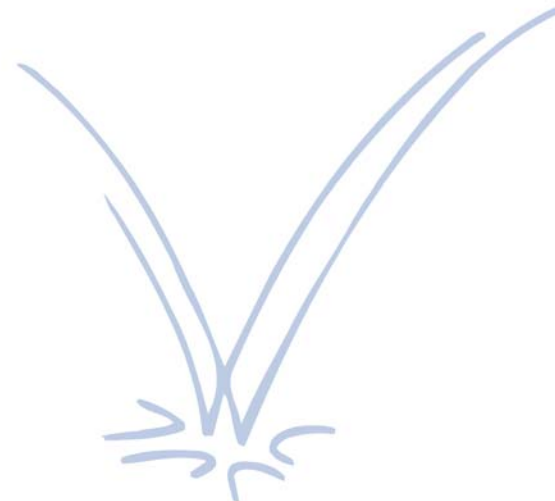
- ✓ Rubber ball (like a racquet ball).
- ✓ Piece of chalk.
- ✓ An available wall (handball court or side of a building).



## Directions

- 1** Width of court must be decided upon and marked by chalk — you need two equal size boxes at least 4 by 4 feet.
- 2** There are one or two players on a side.
- 3** Ball is hit with an open hand (slapped).
- 4** Ball can be hit directly against the wall or be made to bounce first (must be determined before start of play, and cannot be changed during game).
- 5** A point is scored if opponent cannot return the ball.
- 6** Game is usually played to 11 or 21 points.
- 7** Host a tournament over a weekend morning.

*Source: Adapted from U.S. Volleyball Association, available online at [http://www.volleyball.org/rules/wallyball\\_rules.html](http://www.volleyball.org/rules/wallyball_rules.html). The Web site provides the rules to the game and links to other games.*



# APPENDICES

**Sheets may be copied to use as group handouts.**

## Sample DPP Recommended Weight Loss Chart

As noted, the DPP study found that weight loss of as little as 5% to 7% of a person's body weight can delay or even prevent diabetes.

Current Weight (in pounds)	5%-7% Weight Loss Recommendation (in pounds)
<b>150</b>	<b>7<sup>1</sup>/<sub>2</sub> – 10<sup>1</sup>/<sub>2</sub></b>
<b>175</b>	<b>8<sup>3</sup>/<sub>4</sub> – 12<sup>1</sup>/<sub>4</sub></b>
<b>200</b>	<b>11<sup>1</sup>/<sub>4</sub> – 15<sup>3</sup>/<sub>4</sub></b>
<b>225</b>	<b>12<sup>1</sup>/<sub>2</sub> – 17<sup>1</sup>/<sub>2</sub></b>
<b>275</b>	<b>13<sup>3</sup>/<sub>4</sub> – 19<sup>1</sup>/<sub>4</sub></b>
<b>300</b>	<b>15 – 21</b>

For specific weights, you can easily calculate the DPP recommended weight loss range as follows:

Current Weight \_\_\_\_\_ x 0.05 = low end

Current Weight \_\_\_\_\_ x 0.07 = high end



# Food Comparison Sheet

Collect nutritional information for an apple, potato chips, ice cream and a snack of your choice.

Fill out the chart below and write a recommendation for eating one or the other snacks you investigated.

This food chart can be used in many ways by your clients. It may be helpful to you when used in the Lunch Exchange activity described in this resource.

	Apple	Potato Chips	Ice Cream	Other Snack
<b>Calories/serving</b>				
<b>Calories from fat</b>				
<b>Total Fat</b>				
<b>Cholestrol</b>				
<b>Sodium</b>				
<b>Total Carbohydrates</b>				
<b>Dietary Fiber</b>				
<b>Sugars</b>				
<b>Protein</b>				

Source: Adapted from <http://www.nyapplecountry.com/ednutritionchart.htm>.





# Portions Versus Servings


## What is the difference between Portions and Servings?

A “**portion**” can be thought of as the amount of a specific food you choose to eat for dinner, snack, or other eating occasion. Portions, of course, can be bigger or smaller than the recommended food servings.



A “**serving**” is a unit of measure used to describe the amount of food recommended from each food group. It is the amount of food listed on the Nutrition Facts panel on packaged food or the amount of food recommended in the Food Guide Pyramid and the Dietary Guidelines for Americans.

The portion size served at home and in restaurants has changed over time from small portions (that were closer to the recommended serving size) to bigger “super size” portions. The super size portion is one of the contributors to obesity: an epidemic that promotes the development of Type 2 diabetes. Teach your clients about portion control as one of the strategies to help decrease obesity and the development of Type 2 diabetes. Use the examples from the Portion Distortion Quiz below and Portion Control Tip Sheet in this toolkit to help your clients to identify ways to reduce their portion size.

### CHEESEBURGER

20 Years Ago	Today
	
333 calories	590 calories
Calorie Difference: 257 calories	

### FRENCH FRIES

20 Years Ago	Today
	
210 Calories 2.4 ounces	610 Calories 6.9 ounces
Calorie Difference: 400 Calories	

### PEPPERONI PIZZA

20 Years Ago	Today
	
500 calories	850 calories
Calorie Difference: 350 calories	

























































### POPCORN

20 Years Ago	Today
	
270 calories 5 cups	630 calories 11 cups
Calorie Difference: 360 calories	

# Water Log

Each day, mark off each glass of water you drink in the chart below. If you need to make notes, add them in the “Notes” column. At the end of the month, add up all the water you drank and see how close you are to your goal.

The goal each day is to have 8 glasses a water. Your body needs more water in hot weather or if you are very active. It might not seem like it, but water is the most necessary nutrient of them all — so necessary that people can't survive for more than a few days without it. More than half of the weight of your body is water. When you don't have enough water in your body it affects everything — your heart, your eyes, your stomach, your joints and lots of other things.

	Water	Notes
MONDAY	       	
TUESDAY	       	
WEDNESDAY	       	
THURSDAY	       	
FRIDAY	       	
SATURDAY	       	
SUNDAY	       	

Every 16 cups of water your drink — about 2 days worth — is equal to one gallon of water. In one week you should be drinking about 3 gallons of water.

## Walking Log

Each day, keep track of your daily walk in one of three ways: by distance, or the number of steps on your pedometer, or by time. Once a week count up your miles, steps or time and write it in the “weekly total” row.

	Distance	Steps	Time	Location	Notes
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
SATURDAY					
SUNDAY					

If you walk 3 miles, 3 days a week for one year, you will have walked 468 miles — that is enough to walk from Washington D.C. to Boston, Mass.!

# Motivational Quotes

**Those who think they have not time for bodily exercise will sooner or later have to find time for illness.** ~Edward Stanley

**Movement is a medicine for creating change in a person's physical, emotional, and mental states.** ~Carol Welcha

**A man's health can be judged by which he takes two at a time — pills or stairs.**  
~Joan Welsh

**I have to exercise in the morning before my brain figures out what I'm doing.**  
~Marsha Doble

**The greatest wealth is health.** ~Virgil

**In order to change we must be sick and tired of being sick and tired.** ~Author Unknown

**He who takes medicine and neglects to diet wastes the skill of his doctors.**  
~Chinese Proverb

**You are what you eat** ~Anonymous

**Life is not merely to be alive, but to be well.** ~Marcus Valerius Martial

**Our bodies are our gardens - our wills are our gardeners.** ~William Shakespeare

**A man too busy to take care of his health is like a mechanic too busy to take care of his tools.** ~Spanish Proverb

**After dinner, rest awhile, after supper, walk a mile.** ~Arabic Proverb

**Walking is the best possible exercise.** ~Jefferson

**One should eat to live, not live to eat.** ~Moliere

**When diet is wrong, medicine is of no use. When diet is correct, medicine is of no need.**  
~Ancient Ayurvedic Proverb

**You are what you eat.** ~American proverb

**An apple a day keeps the doctor away.** ~Roman proverb

*Source: Adapted from <http://www.quoteagarden.com/exercise.html> and [www.useful-information.info/quotations/health\\_quotes.html](http://www.useful-information.info/quotations/health_quotes.html) and <http://www.corsinet.com/braincandy/proverb.html>*



